School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Hooker Oak Elementary School
Address	1238 Arbutus Ave. Chico, CA 95926
County-District-School (CDS) Code	04-61424-6003008
Principal	Emily Mullins
District Name	Chico Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	April 29, 2020
Local Board Approval Date	May 20, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Mision
Hooker Oak: A community of learners
*Growth through the joy of creativity and discovery
*Growth through educational excellence
*Growth through positive life choice

Vision
The learning environment at Hooker Oak will promote student participation in a variety of authentic and engaging curricular activities which foster the development of the whole child. Students will demonstrate a proficiency in the curriculum standards while being supported in a nurturing educational program, balanced with high expectations for accountability, shared by students, teachers, and parents.

School Profile

Hooker Oak is a Transitional Kindergarten through fifth-grade school which currently houses approximately 370 students. Hooker Oak School has been a program of choice in Chico Unified School District for forty-two years. It is presently housed in a historic school in Chico which is 72 years old. In October 2008, it was officially registered with the California State Department of Education as an "Alternative School of Choice" in the California School Directory. First and Second grade as well as Fourth and Fifth-grade classrooms loop with their teacher for two consecutive years in single-grade classrooms. The TK, Kindergarten and Third grades do not loop because of the individual rigor necessary in each grade. Also housed on the Hooker Oak grounds is a district Developmental Kindergarten Special Education class and a Special Day 1st-5th Grade Class. In addition to the general education teaching staff, Hooker Oak School has one full-time Principal, one full-time Resource Specialist, one full-time Title 1 Teacher, one full-time Office Manager, one part-time Attendance Clerk, one part-time Health Aide, one part-time School Psychologist, one part-time School Counselor, one part-time Librarian, one part-time Targeted Case Manager, and one floating Registered Nurse.

The TK-5 structure allows the school to nurture and support its students in a personal, in-depth way for seven continuous years of their education. The continuity in curriculum, facilities, staff members and programs provides a seamless transition from elementary school to middle school at an important point in the students' academic career.

Hooker Oak School has grade level Professional Learning Community teams that examine the school's data and propose efforts to improve achievement to their teaching peers. Every Wednesday is an early release day, which affords our staff the opportunity to collaborate in their grade-level teams.

The children come from across the district and surrounding school districts of Chico, California. Parents are asked to sign an agreement for commitment to work at least two hours a week per family in the classrooms or on related activities. Integrated, thematic instruction enriched with "Being There" experiences and learning is a key component of our curriculum, providing in-depth studies of topics with their foundation in the common core state standards.

Parents, grandparents, caregivers, and community members volunteer countless hours every year; doing everything from tutoring to working in the classroom, to creating fundraisers for enrichment programs. Parents also participate as members of the Parent Teacher Organization (PTO) and School Site Council. Students benefit greatly from this close connection between home and school.

Hooker Oak is a Title 1 school, with 45.8% of our students from socioeconomically disadvantaged families.73.4% of our students are white. The next significant subgroup is Hispanic, at 12.1%. Students with Disabilities make up 14.4% of our student population.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning, and monitoring of the SPSA:
School Site Council (SSC)
Parent-Teacher Organization (PTO)
Site PBIS Leadership Team
Site Universal Design for Learning (UDL) Team
Staff
Parents

Hooker Oak has an active School Site Council which consists of 10 members, Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets six times each year to approve funding and monitor federally-funded programs. The SSC also analyzes data and approves the School Safety Plan. On March 25, 2020 the SSC reviewed current Dashboard data and drew conclusions. Extensive training has been conducted on the SPSA template and the use of the 5x5 matrixes aligned to Dashboard indicators. These matrixes were used to determine SMART goals and Annual Measurable Outcomes (AMOs).

On March 3, 2020 our staff spent time reviewing the School and Student Performance Data and drawing conclusions based on the data.   The final SPSA was shared with staff on April 21, 2020, and feedback was solicited ahead of the approval by the SSC.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.61%	0.54%	0.28%	2	2	1
African American	0.61%	1.9%	0.83%	2	7	3
Asian	2.12%	1.63%	1.94%	7	6	7
Filipino	%	0.27%	0%		1	0
Hispanic/Latino	14.55%	12.74%	13.89%	48	47	50
Pacific Islander	0.30%	0.27%	0.28%	1	1	1
White	71.21%	73.44%	73.33%	235	271	264
Multiple/No Response	1.82%	1.63%	7.5%	6	6	7
			Total Enrollment	330	369	360

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	68	77	71
Grade 1	61	69	51
Grade 2	51	60	70
Grade3	56	58	56
Grade 4	45	57	59
Grade 5	49	48	53
Total Enrollment	330	369	360

Conclusions based on this data:

1. Enrollment has increased substantially over the last three years. This is due to the addition of a Transitional Kindergarten class in 2018-2019 and a result of the enrollment of students displaced by the Camp Fire in 2018. We will continuously monitor our class sizes and make adjustments as necessary to ensure that classes are not overcrowded.

2. White students are our largest subgroup and the overall percentage has slowly increased.

3. Hispanic students are 12.74% of our population and are our next largest subgroup. We need to be mindful of any achievement gaps that exist between our Hispanic and our White subgroups.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	2	2	6	0.6%	0.5%	1.7%
Fluent English Proficient (FEP)	4	3	4	1.2%	0.8%	1.1%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. We will address our EL students as they enroll. Currently, our population of EL is very low.

2. We have added actions/services to address ELs in our SPSA (found in Goal 3)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	53	60	43	52	55	43	52	55	89.6	98.1	91.7
Grade 4	48	45	55	44	42	54	44	42	54	91.7	93.3	98.2
Grade 5	39	50	49	37	46	47	37	46	47	94.9	92	95.9
All Grades	135	148	164	124	140	156	124	140	156	91.9	94.6	95.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2397.	2416.	2421.	13.95	13.46	21.82	18.60	32.69	29.09	32.56	25.00	25.45	34.88	28.85	23.64
Grade 4	2474.	2474.	2475.	27.27	35.71	27.78	29.55	21.43	29.63	20.45	21.43	16.67	22.73	21.43	25.93
Grade 5	2480.	2522.	2510.	21.62	39.13	27.66	27.03	28.26	36.17	16.22	10.87	8.51	35.14	21.74	27.66
All Grades	N/A	N/A	N/A	20.97	28.57	25.64	25.00	27.86	31.41	23.39	19.29	17.31	30.65	24.29	25.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.63	26.92	27.27	51.16	48.08	47.27	37.21	25.00	25.45
Grade 4	36.36	30.95	35.19	47.73	47.62	44.44	15.91	21.43	20.37
Grade 5	27.03	36.96	27.66	43.24	39.13	40.43	29.73	23.91	31.91
All Grades	25.00	31.43	30.13	47.58	45.00	44.23	27.42	23.57	25.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.30	9.62	7.27	55.81	53.85	67.27	34.88	36.54	25.45
Grade 4	27.27	26.19	14.81	50.00	45.24	50.00	22.73	28.57	35.19
Grade 5	16.22	52.17	31.91	45.95	23.91	42.55	37.84	23.91	25.53
All Grades	17.74	28.57	17.31	50.81	41.43	53.85	31.45	30.00	28.85

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	9.30	9.62	21.82	69.77	78.85	69.09	20.93	11.54	9.09
Grade 4	18.18	38.10	18.52	63.64	45.24	66.67	18.18	16.67	14.81
Grade 5	16.22	21.74	17.02	67.57	63.04	65.96	16.22	15.22	17.02
All Grades	14.52	22.14	19.23	66.94	63.57	67.31	18.55	14.29	13.46

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	11.63	19.23	16.36	60.47	55.77	52.73	27.91	25.00	30.91
Grade 4	20.45	23.81	27.78	61.36	59.52	42.59	18.18	16.67	29.63
Grade 5	18.92	39.13	31.91	43.24	39.13	40.43	37.84	21.74	27.66
All Grades	16.94	27.14	25.00	55.65	51.43	45.51	27.42	21.43	29.49

Conclusions based on this data:

1. ELA achievement scores were stagnant in 2018-2019, following a substantial increase the year before. This may be partly caused by the upheaval caused by the Camp Fire and the loss of three weeks of instruction. Needless to say, the staff has been diligently focused on identifying essential standards and vocabulary and providing students with opportunities to practice with the CAASPP system through the use of IABs. Each student taking the SBAC test will meet with the principal for "Data and Donuts" prior to the assessment window to review goals and the importance of doing their Personal Best.

2. Students do not have a lot of feedback about how they are doing on state and local assessments. We do not anticipate seeing significant growth without student buy-in. All 4th and 5th grade students have received data folders and will be tracking their progress on state and local assessments to ensure student buy-in to their success. The principal has gone into every 4th and 5th grade classroom to review prior year(s) SBAC data and help students to identify areas of strength and areas of growth. All students have set growth goals for this year's administration of the SBAC.

3. Research/Inquiry and Writing are our greatest areas of need, based on the claim level data. All students will receive the SBAC rubrics and teachers will be using these throughout the year to evaluate student writing. Students have been explicitly taught how to use this rubric to evaluate their own writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48	53	60	43	52	55	43	52	55	89.6	98.1	91.7
Grade 4	48	45	55	45	42	54	45	42	54	93.8	93.3	98.2
Grade 5	39	50	49	37	46	47	37	46	47	94.9	92	95.9
All Grades	135	148	164	125	140	156	125	140	156	92.6	94.6	95.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2403.	2398.	2424.	13.95	7.69	9.09	18.60	25.00	36.36	32.56	28.85	32.73	34.88	38.46	21.82
Grade 4	2463.	2460.	2458.	13.33	16.67	7.41	33.33	23.81	37.04	31.11	40.48	25.93	22.22	19.05	29.63
Grade 5	2467.	2499.	2478.	5.41	17.39	14.89	16.22	23.91	19.15	29.73	34.78	29.79	48.65	23.91	36.17
All Grades	N/A	N/A	N/A	11.20	13.57	10.26	23.20	24.29	31.41	31.20	34.29	29.49	34.40	27.86	28.85

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.60	15.38	20.00	30.23	32.69	45.45	51.16	51.92	34.55
Grade 4	28.89	23.81	20.37	42.22	38.10	38.89	28.89	38.10	40.74
Grade 5	11.11	23.91	23.40	33.33	39.13	31.91	55.56	36.96	44.68
All Grades	20.16	20.71	21.15	35.48	36.43	39.10	44.35	42.86	39.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	19.23	25.45	62.79	36.54	52.73	20.93	44.23	21.82
Grade 4	28.89	19.05	20.37	42.22	47.62	50.00	28.89	33.33	29.63
Grade 5	10.81	23.91	8.51	37.84	54.35	51.06	51.35	21.74	40.43
All Grades	19.20	20.71	18.59	48.00	45.71	51.28	32.80	33.57	30.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.28	13.46	20.00	46.51	51.92	63.64	37.21	34.62	16.36
Grade 4	22.22	14.29	12.96	48.89	61.90	53.70	28.89	23.81	33.33
Grade 5	5.56	17.39	14.89	52.78	47.83	46.81	41.67	34.78	38.30
All Grades	15.32	15.00	16.03	49.19	53.57	55.13	35.48	31.43	28.85

Conclusions based on this data:

1. Math scores have remained stagnant, although the percentage of students below standard has decreased each year. Teachers have spent a great deal of time this school year on professional development in math. We have been identifying the essential standards and have found that our instruction is not fully aligned to these target standards or to the state assessments. We are continuing to modify curriculum and pacing guides to reflect the target standards and assessments.

2. Students do not have a lot of feedback about how they are doing on state and local assessments. We do not anticipate seeing significant growth without student buy-in. All 4th and 5th grade students have received data folders and will be tracking their progress on state and local assessments to ensure student buy-in to their success. The principal has gone into every 4th and 5th grade classroom to review prior year(s) SBAC data and help students to identify areas of strength and areas of growth. All students have set growth goals for this year's administration of the SBAC.

3. When looking at the data from the claim level, Concepts and Procedures has consistently been the area where we see the most students below standard. This is attributed to a lack of intervention in the primary grades, when students are developing their conceptual understanding of mathematics. We have increased intervention services in math this year and plan to increase it even more so in the 2020-2021 school year, including a focus on UDL strategies and levelized grouping in 4th and 5th grade.

School and Student Performance Data

ELPAC Results
2017-18 Summative Assessment Data

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 1		*		*		*		*
Grade 5		*		*		*		*
All Grades								*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*		*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*		*		*		*

Conclusions based on this data:

1. As our EL population is not statistically significant, we do not have data for the ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
369	**45.8**	**0.5**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	2	0.5
Socioeconomically Disadvantaged	169	45.8
Students with Disabilities	53	14.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.9
American Indian	2	0.5
Asian	6	1.6
Filipino	1	0.3
Hispanic	47	12.7
Two or More Races	28	7.6
Pacific Islander	1	0.3
White	271	73.4

Conclusions based on this data:

1. Hooker Oak School continues to classify as a Title 1 school. We will continue with our Learning Center utilizing the Title 1 teacher and staff.

2. We will continue to support our at-risk families through our Targeted Case Manager. We will make sure that all of our families have equal access to the educational opportunities that we provide.

3. We will monitor and respond to any achievement gaps that exist between our socioeconomically disadvantaged students and all students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Orange		

Conclusions based on this data:

1. Our school moved from green to yellow in English Language Arts. We believe this is partly due to a disconnect between training and expertise of our teachers and the buy-in and understanding from students. This was discussed in the ELA and Math sections previously.

2. Our school moved from yellow to orange in Math. We believe this is partly due to a disconnect between training and expertise of our teachers and the buy-in and understanding from students. This was discussed in the ELA and Math sections previously. There is also a need for professional development for teachers on math standards and the alignment of instructional practices to target standards and assessments.

3. Our focus on LifeSkills and the Restorative Justice program has had a positive impact on school climate. We will continue to monitor chronic absenteesim and suspension rates.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
0.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -7.4 points	3	
153		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	26 points below standard	100.5 points below standard
7	Increased ++3.1 points	Increased Significantly ++17.4 points
	85	25

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	1	4	1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Green
35.3 points below standard	12 points above standard	Less than 11 Students - Data Not Displayed for Privacy	13 points above standard
Declined Significantly -39.5 points	15	1	Maintained ++0.9 points
16			110

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2.5 points above standard
2	1	Declined -8.6 points
		149

Conclusions based on this data:

1. Our school Dashboard indicator for All Students in ELA is Yellow. We are 0.2 points above standard, but we declined by 7.4 points. This is not the direction in which we want to head. A more thorough analysis at the subgroup level suggests that we need to focus more attention on our Socioeconomically Disadvantaged student group. This subgroup was 26 points below standard, although they did increase by 3.1 points which kept them out of the Orange performance color. If this subgroup does not increase by at least 3 points, they will be in the Orange performance color next year. Our White subgroup was in Green, scoring 13 points above standard. However, this subgroup maintained achievement over the prior year, at 0.9 points and we expect all student groups to show growth. Although our Students with Disabilities did not have a performance color, we are proud of the 17.4 points that they increased. With that being said, they are 100.5 points below standard so it is imperative that we analyze the supports and services that are being provided to this subgroup.

2. A more thorough analysis of the data at the claim level shows that Writing and Research/Inquiry are our greatest areas of need. 28.5% of students are Below Standard in Writing and 29.49% of students are Below Standard in Research/Inquiry.

3. We will continue to support at-risk students through our Learning Center and to provide push-in support services in the classroom. Teachers will continue to teach reading in all grade levels using the Guided Reading and Daily Five models.
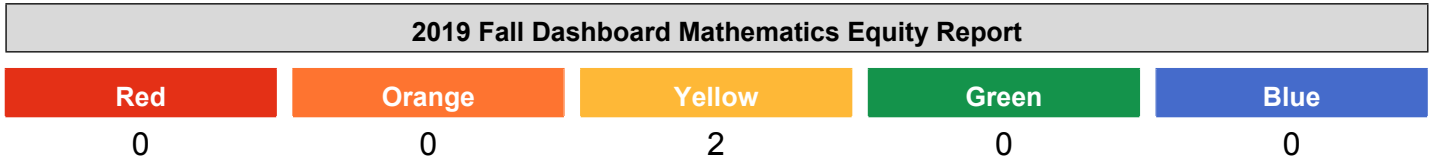
School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	
27.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Maintained -1.2 points		
153	3	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46.9 points below standard	129.5 points below standard
	Increased ++13.9 points	Increased ++7.1 points
7	85	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	1	4	1

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	Yellow
54.5 points below standard	20.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	17.8 points below standard
Maintained ++1 points	15	1	Maintained 0 points
16			110

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.9 points below standard
2	1	Maintained -2.9 points
		149

Conclusions based on this data:

1. Math is our greatest area of need for continued growth. Our Dashboard indicator for all students is Orange. We are 27.3 points below standard and although we are technically in the 'maintained' category, we did drop 1.2 points. Our Socioeconomically Disadvantaged subgroup increased by 13.9 points and our Students with Disabilities subgroup increased by 7.1 points. Although we are proud of this increase,both of these subgroups are far below the standard (46.9 and 129.5, respectively). In comparison, our White subgroup is 17.8 points below standard. There does exist an achievement gap that we need to minimize.

2. We are aiming to grow by 5 points for All Students, which would move us from Orange to Green. A more thorough analysis of our data at the claim level reveals that Concepts and Procedures is our greatest area of need, with 40% of our students scoring Below Standard.

3. Extensive professional development has been provided to teachers this year to support mathematical instruction. Attention is being placed on the identification and unpacking of target standards and the alignment of instruction with assessment. Support has also been given to students in understanding how to analyze their data and set growth goals.

School and Student Performance Data

Academic Performance
## English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data
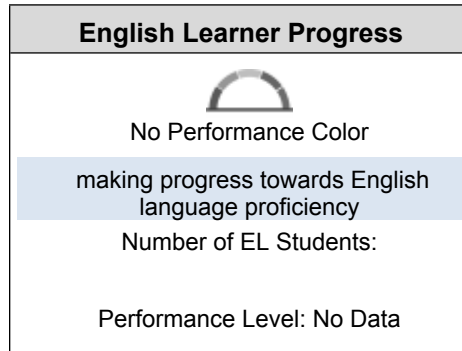
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
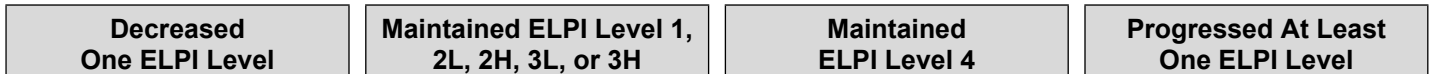
Conclusions based on this data:

1. Hooker Oak does not currently have a statistically significant number of EL students. As EL students enroll. we will diligently monitor their progress.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0
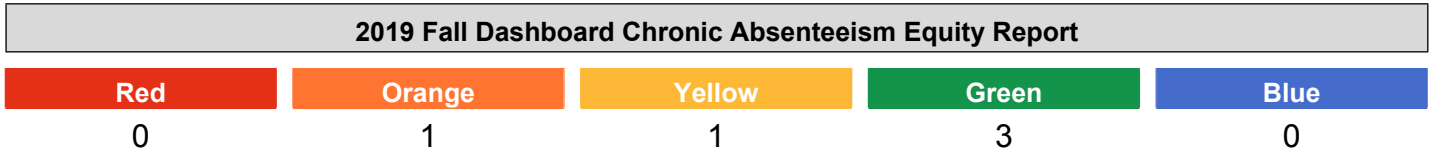
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
4.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.7	3	1
381		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
18.8	6.2	11.3
16	Declined Significantly -5.6	Declined -1.8
	193	62

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	3	6	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Green	No Performance Color	Green
12	2.9	Less than 11 Students - Data Not Displayed for Privacy	2.9
Maintained 0	Maintained 0	1	Declined -2.9
50	35		278

Conclusions based on this data:

1. Based on the data, our Hispanic and Students with Disabilities subgroups are struggling with chronic absenteeism. Our Targeted Case Manager will reach out to these families to find out how we can support them in getting their children to school. Attendance will be discussed during IEP meetings.

2. A School Attendance Review Team has been developed and will meet with families struggling with attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	1	2
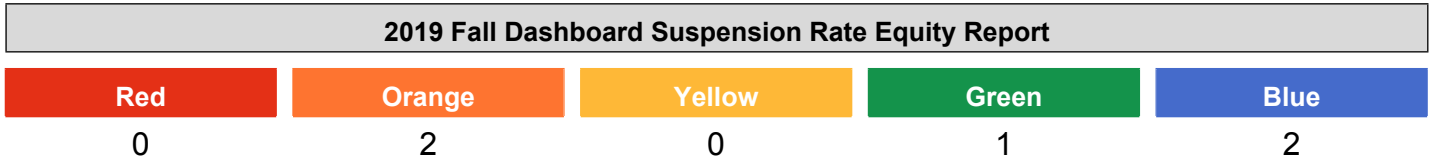
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	3	1
Increased +0.5		
387		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
0	0.5	3.2
18	Increased +0.5	Increased +3.2
	199	63

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
7	3	7	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Blue
2	0	Less than 11 Students - Data Not Displayed for Privacy 1	0
Increased +2	Maintained 0		Maintained 0
51	35		282

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0.5

Conclusions based on this data:

1. Two subgroups (Students with Disabilities and Hispanic Students) are being suspended at higher rates than All Students. We will be monitoring this and exploring alternatives to suspension.

2. Based on the data, our PBIS and Restorative Justice programs are effective.

3. Our school counselor and counseling assistant will continue to assist students when conflicts arise and provide preventative strategies.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Quality Teachers, Materials and Facilities

Goal Statement

All students will have highly-qualified teachers, current, standards-aligned instructional materials, current technology, and facilities in good repair

LCAP Goal

CUSD LCAP Goal 1: Quality Teacher, Materials, and Facilities

Basis for this Goal

Research indicates that teacher effectiveness has one of the greatest effects on student achievement. Students need and deserve access to highly-qualified teachers who are willing to engage in a continuous learning cycle. Hooker Oak, as a part of Chico Unified School District, is committed to attracting and retaining highly-qualified teachers. We are also committed to maintaining and beautifying our facilities in order for students and families to have a sense of pride in our school. Additionally, the safety of our facilities are consistently monitored. Hooker oak students have access to appropriate instructional materials and the technology needed to ensure that they are ready for the next grade level and beyond.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 1: Basic Williams Compliance	All teachers are 100% appropriately assigned and credentialed.	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report).
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good."	Facilities Inspection Tool (FIT) indicates "good."
State Priority 1: Basic Instructional Materials	100% of Hooker Oak classrooms have sufficient instructional materials as verified by a CUSD School Board Resolution and the Williams Report.	Hooker Oak K-5 classrooms will continue to have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Hooker Oak has a 1:1 device to student ratio for chromebooks. Hooker Oak students and teachers will have regular access to the technology they need for curriculum, instruction, and assessment.	Hooker Oak will maintain a 1:1 device to student ratio for chromebooks. Hooker Oak students and teachers will continue to have regular access to the technology they need for curriculum, instruction, and assessment.

Planned Strategies/Activities

Strategy/Activity 1

Hooker Oak will work in collaboration with CUSD Human Resources to ensure that all teachers possess required credentials and are teaching in appropriate assignments.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Hooker Oak will support BTSA professional development by providing a mentor teacher and providing release time for collaboration

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Prioritize and submit curriculum and instructional materials purchases, including technology, to support classroom learning

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

| Amount | 176,000 |

Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Renaissance Place, iReady - Total District Cost

Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials/Textbooks - Total District Cost

Amount	700.00
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Read Naturally

Amount	999.00
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Mystery Science

Amount	1,000
Source	Site LCAP
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Keyboarding Without Tears

Amount	13,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Classroom Disbursements

Amount	2,500
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Curriculum Programs

Amount	200,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Educational Software - Total District Cost
Amount	1,000,000
Source	LCFF - District Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology including supplemental Chromebook Carts/LCD Projectors/Infrastructure

Strategy/Activity 4

Provide Library/Media services

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

District; Principal; Library Media Assistant

Proposed Expenditures for this Strategy/Activity

Amount	1,100,000
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Cost of PT Library Media Assistant - Total District Cost

Amount	500
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Library Books

Strategy/Activity 5

Utilize current work order system for completion of repair projects

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal; Custodial Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Organize campus beautification projects and maintain shared spaces, such as the school garden and Nature Center.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

PTO; Principal

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	School Improvement

Amount	2,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Green Committee

Strategy/Activity 7

Hooker Oak will facilitate the home and school usage of student Chromebooks, including device management, and will ensure student access to emerging technologies.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

District; IT Staff

Proposed Expenditures for this Strategy/Activity

Amount	385,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	IT Support Staff - total District Cost
Amount	4,000
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Technology purchases for student use
Amount	12,354
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	ViewSonic Boards & Other Technology Purchases

Strategy/Activity 8

Utilize educational software to support student achievement

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Fully Align Curriculum and Assessments with State Standards

Goal Statement

Hooker Oak will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CCSS Stages of Implementation Plan.

Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP

LCAP Goal

CUSD LCAP Goal 2: Fully Align Curriculum and Assessment with State Standards

Basis for this Goal

Hooker Oak staff need to continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the California State Content Standards and Next Generation Science Standards (NGSS), and administer assessments that align with state standardized assessments (SBAC). Grades TK-5 have a comprehensive local assessment plan in place for both English Language Arts and Math. In order to improve
teacher engagement in systematic formative assessment practices, ensure the most effective use of technology for assessment, and
to improve the effectiveness of the assessments, it is necessary to constantly revise this plan. Hooker Oak has a teacher representative on the District Leadership Committee who regularly attended meetings and reports back to staff.

Hooker Oak has a need to develop high-quality science instruction aligned to the NGSS. We had four teacher pilot science curriculum this year and we are looking forward to continued training and support as we receive newly adopted curriculum based on this district pilot.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	TK - 5 have a fully developed assessment plan and have implemented common District-Wide assessments.	TK-5 will continue to administer and refine assessment plans.
State Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	95% of Hooker Oak teachers attended one or more trainings in Math and/or the Next Generation Science Standards.	100% of Hooker Oak teachers will attend one or more trainings in Math and/or the Next Generation Science Standards.

Planned Strategies/Activities

Strategy/Activity 1

District Leadership Committee (DLC) will analyze overall district CCSS survey responses and recommend district-wide staff development

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

District
DLC

Proposed Expenditures for this Strategy/Activity

Amount	375,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	District Leadership Council Instructional Teachers on Special Assignment (TOSA) - Total District Cost

Amount	116,000
Source	Title I - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Illuminate/Data Teacher on Special Assignment (TOSA)

Amount	101,000
Source	Title II - District
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DLC Instructional TOSAs

Amount	140,000
Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	English Language Development (ELD) TEachers on Special Assignment (TOSAs)

Strategy/Activity 2

Continue to provide professional development to implement a CCSS aligned curriculum in all classrooms

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6,521
Source	Title II - Site
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional development for teachers

Amount	430,000
Source	Title II - District
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development

Amount	99,000
Source	Title II - District
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Technology Professional Development

Strategy/Activity 3

Hooker Oak will administer common assessments for K-5 students in ELA, ELD, and Math, as recommended by DLC, and ensure that all students have equitable access to site, district, and state assessments.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Classroom Teachers
Support Staff
DLC

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Hooker Oak staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CCSS and NGSS and administer assessments that align with state standardized assessments (SBAC).

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

All staff will use Wednesday Collaboration Time (PLCs) to analyze data, plan for CCSS aligned-instruction, and respond to student needs for intervention and enrichment

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Identify essential standards and vocabulary in ELA and Math and develop common assessments and pacing guides through grade-level collaboration

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Site LCAP

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teacher release days
Amount	1000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Materials & supplies for teacher release days

Strategy/Activity 7

Utilize a district-wide CCSS benchmarking assessment in ELA and Math and provide an online intervention system (iReady and STAR)

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Classroom Teacers

Proposed Expenditures for this Strategy/Activity

Amount	176,000
Source	District Funded
Description	iReady and Renaissance Place

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Support High Levels of Student Achievement in a Broad Range of Courses

Goal Statement

Hooker Oak will Increase overall student achievement in English Language Arts and Mathematics. Hooker Oak teachers will utilize newly adopted NGSS curriculum to support high levels of student achievement in science.

LCAP Goal

CUSD LCAP Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses

Basis for this Goal

Our school Dashboard indicator for All Students in ELA is Yellow. We are 0.2 points above standard, but we declined by 7.4 points. This is not the direction in which we want to head. A more thorough analysis at the subgroup level suggests that we need to focus more attention on our Socioeconomically Disadvantaged student group. This subgroup was 26 points below standard, although they did increase by 3.1 points which kept them out of the Orange performance color. If this subgroup does not increase by at least 3 points, they will be in the Orange performance color next year. Our White subgroup was in Green, scoring 13 points above standard. However, this subgroup maintained achievement over the prior year, at 0.9 points and we expect all student groups to show growth.

A more thorough analysis of the data at the claim level shows that Writing and Research/Inquiry are our greatest areas of need. 28.5% of students are Below Standard in Writing and 29.49% of students are Below Standard in Research/Inquiry.

Although our Students with Disabilities did not have a performance color, we are proud of the 17.4 points that they increased. With that being said, they are 100.5 points below standard so it is imperative that we analyze the supports and services that are being provided to this subgroup.

Math is our greatest area of need for continued growth. Our Dashboard indicator for all students is Orange. We are 27.3 points below standard and although we are technically in the 'maintained' category, we did drop 1.2 points. Our Socioeconomically Disadvantaged subgroup increased by 13.9 points and our Students with Disabilities subgroup increased by 7.1 points. Although we are proud of this increase,both of these subgroups are far below the standard (46.9 and 129.5, respectively). In comparison, our White subgroup is 17.8 points below standard. There does exist an achievement gap that we need to minimize.

We are aiming to grow by 5 points for All Students, which would move us from Orange to Green. A more thorough analysis of our data at the claim level reveals that Concepts and Procedures is our greatest area of need, with 40% of our students scoring Below Standard.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement (ELA) CAASPP	2019 Data: 57% of students met or exceeded standards; 43% of students did not meet standards. 3rd Grade: 51% met or exceeded standards 4th Grade: 58% met or exceeded standards	Increase the percentage of students who meet or exceed standards by 3%. All Students: 60% 3rd Grade: 54% 4th Grade: 61% 5th Grade: 67%

Metric/Indicator	Baseline	Expected Outcome
	5th Grade: 64% met or exceeded standards	
State Priority 4: Pupil Achievement (ELA) CAASPP	2019 Dashboard Data: Dashboard Indicator for All Students is Yellow 0.2 Points above standard Declined 7.4 points Dashboard Indicator for Socioeconomically Disadvantaged Students is Orange 26 points below standard Increased 3.1 points Dashboard Indicator for White Students is Green 13 points above standard Maintained 0.9 points No Dashboard Indicator for Students with Disabilities 100.5 points below standard Increased 17.4 points	All Students will increase by 5 points, to 5.2 above standard Socioeconomically Disadvantaged will increase by 5 points, to 21 below standard White Students will increase by 3 points, to 16 above standard Students with Disabilities will increase by 10 points, to 91.5 below standard
State Priority 4: Pupil Achievement CAASPP Interim Assessment Blocks (IABs)-ELA	2019-2020 Baseline Data Language and Vocabulary Use 80% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 84% 4th Grade: 84% 5th Grade: 71% Read Informational Texts 82% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 65% 4th Grade: 92% 5th Grade: 88%	85% of students in grades 3-5 will score At/Near or Above Standard on two ELA Interim Assessment Blocks administered at the end of the second trimester.
State Priority 4: Pupil Achievement Local Benchmarks (BAS Reading Assessment)	2018-2019 Baseline Data 64% of 1st and 2nd-grade students were reading at grade level at the end of the year based on the BAS Reading Assessment 1st Grade: 59% 2nd Grade: 69%	70% of 1st and 2nd grade students will be reading at grade level at the end of the year based on the BAS Reading Assessment.
State Priority 4: Pupil Achievement Local Benchmarks (STAR Reading)	2018-2019 Baseline Data 54% of 3rd-5th grade students were reading at grade level at the end of the year based on the STAR Reading Assessment 3rd Grade: 66% 4th Grade: 66%	65% of 3rd-5th grade students will be reading at grade level at the end of the year based on the STAR Reading Assessment.

Metric/Indicator	Baseline	Expected Outcome
	5th Grade: 48%	
State Priority 4: Pupil Achievement Local Benchmarks (Blending/Segmenting)	2018-2019 Baseline Data 89% of Kindergarten students achieved the benchmark in Blending 74% of Kindergarten students achieved the benchmark in Segmenting	90% of Kindergarten students will achieve the benchmark in Blending at the end of the school year. 80% of Kindergarten students will achieve the benchmark in Segmenting at the end of the school year.
State Priority 4: Pupil Achievement Local Benchmarks (Letter ID)	2018-2019 Baseline Data 98% of Kindergarten students could identify all uppercase letters 96% of Kindergarten students could identify all lowercase letters	95% of Kindergarten students will be able to identify both uppercase and lowercase letters by the end of the school year.
State Priority 4: Pupil Achievement Local Benchmarks (3rd Grade CBM Fluency Assessment)	2019-2020 Baseline Data 28% of 3rd-grade students were reading at least 100 WPM in August 64% of 3rd-grade students were reading at least 100 WPM in February	80% of 3rd-grade students will be reading at least 100 WPM at the end of the school year.
State Priority 4: Pupil Achievement (Math) CAASPP	2019 Data: 42% of students met or exceeded standards; 58% of students did not meet standards. 3rd Grade: 45% met or exceeded standards 4th Grade: 44% met or exceeded standards 5th Grade: 34% met or exceeded standards	Increase the percentage of students who meet or exceed standards by 3%. All Students: 45% 3rd Grade: 48% 4th Grade: 47% 5th Grade: 37%
State Priority 4: Pupil Achievement (Math) CAASPP	2019 Dashboard Data: Dashboard Indicator for All Students is Orange 27.3 points below standard Maintained -1.2 points Dashboard Indicator for Socioeconomically Disadvantaged Students is Yellow 46.9 points below standard Increased 13.9 points Dashboard Indicator for White Students is Yellow 17.8 points above standard Maintained 0 points No Dashboard Indicator for Students with Disabilities 129.5 points below standard Increased 7.1 points	All Students will increase by 5 points, to 22.3 points below standard Socioeconomically Disadvantaged will increase by 5 points, to 41.9 below standard White Students will increase by 3 points, to 20.8 above standard Students with Disabilities will increase by 10 points, to 119.5 below standard

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement CAASPP Interim Assessment Blocks (IABs)-Math	2019-2020 Baseline Data Numbers and Operations in Base Ten 70% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 83% 4th Grade: 72% 5th Grade: 56% Operations and Algebraic Thinking 73% of 3rd-5th grade students scored At/Near or Above Standard 3rd Grade: 84% 4th Grade: 66% 5th Grade: 69%	75% of students in grades 3-5 will score At/Near or Above Standard on two Math Interim Assessment Blocks administered at the end of the second trimester.
State Priority 4: Pupil Achievement California Science Test (CAST)	2018-2019 Baseline Data: 36% of 5th graders met standard 64% of 5th graders did not meet standard	Increase the percentage of students who meet or exceed standards by 3%

Planned Strategies/Activities

Strategy/Activity 1

Provide intervention support, curriculum and supplemental material to support instruction

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	89,262
Source	Title I - Site
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Title 1 Teacher
Amount	1,000
Source	Site LCAP

Budget Reference	4000-4999: Books And Supplies
Description	Intervention Materials
Amount	12,845
Source	Site LCAP
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Parent-Restricted Aides
Amount	103,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK and Kindergarten Aides

Strategy/Activity 2

Teachers will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. At-risk students will be supported through the Learning Center and will be monitored through the SBIT process

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Hooker Oak staff will receive training on the Universal Design for Learning (UDL) framework and will incorporate aspects of this framework into every classroom

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Teachers
Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Site LCAP
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Professional Development

Strategy/Activity 4

Classroom teachers will provide small group, levelized instruction utilizing the Daily Five Model

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide book for every kindergartener at the start of the school year to promote a love of literacy from the start of their school experience at Hooker Oak

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	400
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Books

Strategy/Activity 6

Use state and district adopted English Language Development materials and assessments to meet the needs of English Language Learners

Students to be Served by this Strategy/Activity

English Learners

Timeline

2020-2021

Person(s) Responsible

Principal
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	140,000
Source	LCFF - District Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ELD Coaches provide student curriculum and teacher professional development

Strategy/Activity 7

Train staff on ELA/ELD framework to fully implement Designated and Integrated ELD instruction

Students to be Served by this Strategy/Activity

English Learners

Timeline

2020-2021

Person(s) Responsible

Principal
DLC Representative
Stafff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Monitor progress of English Learners and Reclassified students biannually
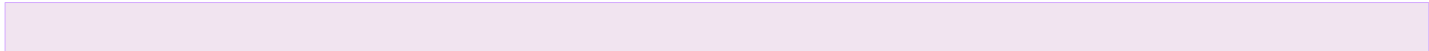
Students to be Served by this Strategy/Activity

English Learners/Reclassified ELs

Timeline

2020-2021

Person(s) Responsible

IA-Bilingual
Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Provide opportunities for meaningful parent involvement and input

Goal Statement

Hooker Oak will continuously seek ways to provide opportunities for meaningful parent involvement and input.

LCAP Goal

CUSD LCAP Goal 4: Provide opportunities for meaningful parent involvement and input

Basis for this Goal

According to the National Coalition for Parent Involvement in Education, parent involvement is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (2006). According to the National PTA, the most accurate predictors of student achievement in school are not family or income status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school (2000). Armed with this academic research, we understand how important it is to provide meaningful opportunities for parent involvement.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Targeted Case Manager	Hooker Oak has a Targeted Case Managers to support families to ensure student academic, social, and emotional success and maintain baseline parent contact as a minimum.	ContinueTargeted Case Manager parent contact to support families to ensure student academic, social, and emotional success. Maintain or increase the number of parent contacts
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool Parent Engagement with Hooker Oak Social Media	Parent engagement with Hooker Oak via social media will be tracked to establish a baseline level.	Parent engagement with Hooker Oak via social media will increase from the baseline level
Priority 3: Parent Involvement	Sign-in sheets from parent involvement activities indicate that efforts are made to involve parents but turn-out is inconsistent.	Increase or maintain opportunities for parent involvement and stakeholder engagement
Priority 6: Local Indicator/Local Tool for School Climate MTSS-FIA Evaluation Tool	Hooker Oak received a baseline score on the MTSS-FIA.	Continued analysis of yearly MTSS-FIA results

Planned Strategies/Activities

Strategy/Activity 1

Continue to employ Targeted Case Manager (TCM) at site to:
*increase parent participation as demonstrated by logging instances of parent contact in Aeries
*support parents during Parent-Teacher Conferences
*conduct Home Visits as needed
*be a liaison to their site and the District English Learner Advisory Committees

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
District
Targeted Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	570,000
Source	LCFF - District Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Cost of 0.5 FTE Targeted Case Manager at Hooker Oak School and all other CUSD sites

Amount	175
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Targeted Case Management Needs

Strategy/Activity 2

Annual Back to School Night (Title I Parent Meeting and Classroom Presentations)

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff
PTO

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments & Supplies

Strategy/Activity 3

Back to School Parent & Student Outreach Activities:
New Parent Orientation/Kindergarten Orientation
First Day of School Parent Breakfast
Popsicles with the Principal

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
PTO

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments & Supplies

Strategy/Activity 4

Provide training on the tools available to parents to support our curriculum and classroom instruction

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Monthly Parent Coffee with the Principal and TCM

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Targeted Case Manager

Proposed Expenditures for this Strategy/Activity

Amount	800
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Refreshments

Strategy/Activity 6

Utilize social media to involve parents in the day-to-day happenings of the school

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Weekly Bulletin posted on website, Facebook, and sent via email

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve School Climate

Goal Statement

All students will have a safe and supportive school culture, climate and learning environment that encourages physical, mental, and emotional health.

LCAP Goal

CUSD LCAP Goal 5: Improve School Climate

Basis for this Goal

All students are currently in the Green for Chronic Absenteeism. This reflects a decline of 1.7% over the prior year. 4.5% of all students were chronically absent in 2018-2019. We do have two subgroups that are not in green. 12% of our Hispanic subgroup was chronically absent, placing them in Orange. 11.3% of our Students With Disabilities were chronically absent, placing them in Yellow. These subgroups will need to be carefully monitored and supported.

All students are currently in Green for Suspension Rate. Our Students with Disabilities and Hispanic subgroups are in Orange. Both subgroups saw an increase in suspensions. It is important for us to maintain a low suspension rate and look for alternatives to suspension. We believe that students need to be in school. When they are suspended at home, they can't learn.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Priority 5: Pupil Engagement Attendance Rate	Maintain student attendance rate of 95.6% or higher.	Maintain student attendance rate of 95.6% or higher.
Priority 5: Pupil Engagement Chronic Absenteeism Rate	The chronic absenteeism rate for 2018-2019 was 4.5% The Dashboard Indicator was Green for All Students.	Decrease chronic absenteeism rate for All Students by 0.5%
Priority 6: School Climate Suspension Rate	The suspension rate for 2018-2019 was 0.5%. The Dashboard Indicator was Green for All Students.	Maintain suspension rate less than 3% for All Students.
Priority 8: Other Pupil Outcomes Physical Fitness Test	In 2018-2019, 46% of 5th grade students met at least 4 of the 6 standards on the Physical Fitness Test.	50% of 5th grade students will meet 4 of 6 standards on the Physical Fitness Test
Priority 6: School Climate Parent Survey	2019-2020 parent survey will be used as a baseline.	Overall parent satisfaction will increase. The number of parents completing the survey will increase.
Priority 6: Local Indicator/Local tool for school climate	Hooker Oak is using the SWPBIS Tiered Fidelity Inventory to measure the extent to which we are applying	Hooker Oak will have fully implemented Tier II Principles

Metric/Indicator	Baseline	Expected Outcome
	the core features of PBIS. We are currently implementing Tier I principles	

Planned Strategies/Activities

Strategy/Activity 1

Wellness Center developed to de-escalate or provide a quiet area for students

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Learning Center Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Explicitly teach LifeSkills and Lifelong Guidelines

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Teachers
Leadership Class

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Utilize Refocus forms aligned to LifeSkills and the Restorative Justice program to address student behavior infractions

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Triplicate forms for Refocuses

Strategy/Activity 4

Explore alternatives to suspension whenever possible, including the use of the district reset and opportunity programs

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Employ campus supervisors to ensure adequate supervision during unstructured times of the day (i.e. recess)

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	Safe Schools
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Yard Duty Staff

Strategy/Activity 6

Maintain walkie-talkie radios and ensure that all staff carry them at all times

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Office Manager

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Safe Schools
Budget Reference	4000-4999: Books And Supplies
Description	Batteries, replacement radios

Strategy/Activity 7

Support Fine Arts, music, assemblies, field trips

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
PTO

Proposed Expenditures for this Strategy/Activity

Amount	6,250
Source	Site PTO
Budget Reference	4000-4999: Books And Supplies
Description	The Arts, Band Concert, Assemblies

Amount	3,000
Source	Site PTO

Budget Reference	4000-4999: Books And Supplies
Description	Field Trips

Strategy/Activity 8

Implement Attendance Improvement Plans (AIP) for eligible students

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

School Attendance Review Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Continue to implement PBIS, including the beginning of the year rotations and ongoing support throughout the year

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
PBIS Committee
Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies

Amount	200
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	Ant-bullying/kindness week activities

Strategy/Activity 10

Monthly student recognition assemblies

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Lunch with the Principal

Strategy/Activity 11

Positive Office Referrals made by staff-students get to go to the Principal's Office for a positive phone call home, bracelet, and selfie with the principal.

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal
Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site LCAP
Budget Reference	4000-4999: Books And Supplies
Description	Photo Paper and bracelets

Strategy/Activity 12

Support classroom PE programs and extracurricular play

Students to be Served by this Strategy/Activity

All

Timeline

2020-2021

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	PTO - Parent-Teacher Organization
Budget Reference	4000-4999: Books And Supplies
Description	PE & sports equipment

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Quality Teachers, Materials, and Facilities

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 1: Basic Williams Compliance	Maintain compliance with Williams Act requirement: 100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report).	100% of Hooker Oak teachers and staff are appropriately assigned and credentialed.
State Priority 1: Basic Facilities	Facilities Inspection Tool (FIT) indicates "good."	Overall rating was "good," based on December 2019 FIT report.
State Priority 1: Basic Instructional Materials	Hooker Oak K-5 classrooms will continue to have sufficient instructional materials as verified by the Williams Report.	All K-5 classrooms at Hooker Oak have sufficient instructional materials as verified by the Williams Report.
State Priority 1: Basic Instructional Materials	Hooker Oak will maintain a 1:1 device to student ratio for chromebooks.	Hooker Oak has maintained a 1:1 device to student ratio for chromebooks.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments. Support BTSA Professional Development	Hooker Oak has worked with HR in all aspects of teacher hiring and credentialing. Hooker Oak has two teachers in the BTSA program and has fully supported it. The prinical has provided release time for beginning teachers to do peer observations in other classrooms.		
Prioritize and submit curriculum and instructional materials purchases including		Instructional Materials 4000-4999: Books And	Instructional Materials 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
technology to support classroom learning		Supplies LCFF - Base 4,000	Supplies LCFF - Base 4,000
		Instructional Materials 4000-4999: Books And Supplies Lottery 350,000	Instructional Materials 4000-4999: Books And Supplies Lottery 350,000
		Renaissance Place 5000-5999: Services And Other Operating Expenditures LCFF - District Supplemental 70,500	Renaissance Place and illuminate 5000-5999: Services And Other Operating Expenditures District Funded
		Illuminate 5000-5999: Services And Other Operating Expenditures LCFF - Base 84,000	Tech-ipads 4000-4999: Books And Supplies Site LCAP 651.36
		Mystery Science 5000-5999: Services And Other Operating Expenditures Site LCAP 749	Mystery Science 5000-5999: Services And Other Operating Expenditures Site LCAP 999
		Keyboarding Program 5000-5999: Services And Other Operating Expenditures Site LCAP 2,095	Keyboarding Program 5000-5999: Services And Other Operating Expenditures Site LCAP 750
		Raz Kids 5000-5999: Services And Other Operating Expenditures Site LCAP 100	Educational Curriculum Site LCAP 1,539.65
		Read Naturally 5000-5999: Services And Other Operating Expenditures Site LCAP 690	Read Naturally 5000-5999: Services And Other Operating Expenditures Title I - Site 690
		Classroom Disbursements 4000-4999: Books And Supplies Site PTO 13,000	Classroom Disbursements 4000-4999: Books And Supplies Site PTO 13,000
			ViewSonic Boards & Installation 4000-4999: Books And Supplies Site LCAP 19,000
Facilitate a CUSD M and O site inspection to help identify and prioritize site facility repair needs	Hooker Oak has worked in collaboration with the district Maintenance and Operations staff to ensure that site needs are met.	LCFF - Base 4,000,000	District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize current work order system for completion of repair projects Organize campus beautification projects	Hooker Oak has been utilizing the new work order system and all staff have received training on how to use it. Hooker Oak has organized two campus beautification projects in the 2019-2020 school year.	School Improvement 4000-4999: Books And Supplies Site PTO 2,000 Green Committee 4000-4999: Books And Supplies Site PTO 7,000 Sage Grant 5,000 Lowe's Grant 2,000 Site Donations 2,000	School Improvement 4000-4999: Books And Supplies Site PTO 2,000 Green Committee 4000-4999: Books And Supplies Site PTO 2,000
Facilitate the home and school usage of student Chromebooks including device management The site will ensure that Chromebook carts are maintained in good working order	Hooker Oak has been diligent in ensuring a successful home and school usage of chromebooks and effectively managing the devices at our site. Chromebook carts have been maintained and they are in working order. With the outbreak of COVID-19 in March 2020, all Hooker Oak students who needed a device to access remote learning were provided with one. We have distributed over 150 chromebooks.	Chromebook Carts 4000-4999: Books And Supplies LCFF - District Supplemental 350,000 IT Dept 2000-2999: Classified Personnel Salaries LCFF - Base 2,500	Chromebook Carts 4000-4999: Books And Supplies District Funded IT Staff 2000-2999: Classified Personnel Salaries District Funded
Libraries will be maintained and available for student use.	The Hooker Oak library has been maintained and available for student use throughout the 2019-2020 school year.	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 1,056,738 Tech Aides 2000-2999: Classified Personnel Salaries District Funded 390,468 Library Books 4000-4999: Books And Supplies Site PTO 1,000	Librarians and Library Media Assistants 2000-2999: Classified Personnel Salaries District Funded Tech Aides 2000-2999: Classified Personnel Salaries District Funded Library Books 4000-4999: Books And Supplies Site PTO 1,000 Library Books 4000-4999: Books And Supplies Site LCAP 500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Each classroom has their own Chromebook cart with a 1:1 ratio of Chromebook to students. A Chromebook lab continued for TK and Kindergarten. Additional IPads were purchased for TK and Kindergarten. Each TK and Kindergarten classroom has six iPads to run small groups. Additional ELA and Math Apps were purchased for TK and Kindergarten.

Our school continues to utilize the program Keyboarding without Tears for our 1-3rd grade teachers. This year we bought a site license as we noticed that some of our intermediate students still needed to master typing skills. We have supported curricular needs in all grade levels with purchases, including social studies weekly readers, Mystery Science, Read Naturally, and a variety of other support materials.

Hooker Oak has continued to maintain 100% compliance with Williams Act. All teachers are appropriately assigned and credentialed. We are very proud of our high quality teaching staff at Hooker Oak.

Hooker Oak has outdated technology in the classrooms. The district has a goal to provide ViewSonic in all intermediate classrooms. We began moving in this direction at Hooker Oak by purchasing ViewSonic boards for all of our intermediate classrooms, including our Learning Center

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Research consistently demonstrates that highly-qualified teachers and staff have a direct correlation to student achievement. We are pleased with our achievement this year and contribute it to having a dynamic teaching and support staff. In Goal 2, we will explore our academic outcomes in this school year.

Our students are increasingly becoming more technologically proficient. We are excited that our 5th grade students now have access to their own personal Chromebooks. Each year, the ability for teachers to plan engaging lessons utilizing technology to support instructions has increased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The major difference in proposed and actual expenditures was the ViewSonic purchase. We spent approximately 19,000 to purchase ViewSonics for our intermediate classrooms to replace outdated technology and support instruction. This is in alignment with the district's goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to fund technology purchases, including additional ViewSonic boards for our 3rd grade classrooms.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Fully Align Curriculum and Assessments with California State Standards

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 4: State Indicator/Academic Indicator/Grades 3-8 SBAC results	TK-5 have a fully-developed assessment plan and have implemented common District-Wide assessments 100%	100% of district-wide assessments have been implemented.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Continued implementation of CCSS. ELD coaches monitor ELD standards implementation during the instructional day.	100% of Hooker Oak teachers are implementing CCSS. Hooker Oak does not have an ELD coach.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and administer assessments that align with new state standardized assessments (SBAC)

District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development | Staff have participated in several trainings throughout the school year to support the use of Interim Assessment Blocks and professional development in math. Hooker Oak spent several days with staff analyzing the major standards in math, the standards for mathematical practice, and the alignment of math instruction to these standards and the SBAC assessments.

Our DLC representative attended meetings and regularly reported back to staff. Teachers participated in a variety of choice-based professional development options, in addition to the Interim Assessment trainings. | Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries District Funded 291,830

Title II - District 148,000

Funding source - CA Career Pathway Trust 315,555

Title I - District 102,682 | Teachers on Special Assignment (TOSA) 1000-1999: Certificated Personnel Salaries District Funded |

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All staff will use Wednesday Collaboration Time to address the Collaborative (POD) Teachers will meet to analyze data and design rigourous CSCS instruction PLC's analyzing benchmark results together SBIT process monitoring high concern students Peer Observations 85% of the teachers will attend one or more trainings in CSCS, NGSS, ELD or CTE during the school year.	Staff utilized Wednesday collaboration time to design instruction and to follow up on learning from PD sessions. Data was frequently analyzed to inform instruction. A few teachers voluntarily participated in peer observations. Our SBIT process continued to monitor high-concern students. 100% of teachers attended one or more trainings in CCSS or NGSS during the school year. Most participated in multiple trainings.	Collaboration Days- No Funding Needed PD 1000-1999: Certificated Personnel Salaries Title II - Site 16,521 Title II - Site 9,028 1,600 500 District PD Opportunities Title II - District 200,000 Educator Effectiveness Funds Title III 179,000	Collaboration Days- No Funding Needed PD 1000-1999: Certificated Personnel Salaries Title II - District 6,000 District PD Opportunities 1000-1999: Certificated Personnel Salaries District Funded
CUSD will use common assessments for K-5 students in ELA, ELD, and Math as recommended by DLC Ensure all students are given site, district and state assessments	Hooker Oak teachers used CUSD common assessments as recommended by DLC. All students took all required state and local assessments. State testing was suspended for the 2019-2020 school year due to the COVID-19 school closure.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The 2019-2020 school year saw a major focus on professional development in math. In reviewing our data, not only are we seeing stagnant scores, but we are also seeing scores far below what we would expect to see given the caliber of our teaching staff. One of the reasons for this is a lack of training and professional development centered solely on mathematics. Our teachers do not feel as confident teaching math as they do other subjects. In the beginning of the year, our 3rd-5th grade teachers spent a full day with the principal and a few teachers from McManus Elementary. Teachers were provided with a document from Achieve the Core that outlined the major learning targets in math for each grade level, as well as the supporting and additional clusters. Professional development was provided on the connection between grade-level learning targets and individual standards. Teachers reviewed SBAC test data at the claim level to see which areas were strengths and which were areas of weakness. If an area of weakness was found in one of the target claims from the previous grade level, an intervention was planned to support student achievement in that area.

Teachers analyzed SBAC assessment questions and item types and compared them to their own instruction and our district-adopted curriculum, Everyday Mathematics. Discrepancies were identified and supplemental materials and plans were developed to address those discrepancies. The teachers spent another full day in January developing pacing guides in math that aligned instruction and assessments to the target standards.

Our TK-2nd grade team had planned to meet for two full days in the spring to begin the same work at their level. Unfortunately, the COVID-19 outbreak that forced the closure of school for the remainder of the year hindered those plans. We will begin this work in the fall upon our return to school.

All teachers in 3rd-5th grade received professional development in the Interim Assessment Blocks available through CAASPP. Teachers administered two IABs in ELA and two IABs in math, as a minimum. Most teachers administered several more. Data folders were provided to all 4th and 5th-grade students. The principal went into each class and provided students with their most recent state assessment data. Students were explicitly taught how to read their reports and how to use this data to self-reflect and set goals for themselves based on their identified areas for growth. They were also taught how to use this data in conjunction with local data (such as STAR and iReady) to fully understand their continuum of learning. Students reported feeling extremely confident after spending time analyzing their data and were looking forward to the state assessments in the spring to demonstrate their knowledge. There was definitely a huge increase in student accountability for their data.

We had three teachers on our site participate in the NGSS curriculum pilot (grades 1, 4, and 5). Teachers piloted two different science curricula and shared their feedback to the adoption committee. All were in agreement that the curriculum moving forward for adoption will best meet the needs of our students. One of our teachers served on the adoption committee and participated in hours of professional development as part of this process. We look forward to bringing professional development to our whole teaching staff next year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We saw a huge increase in the comfort level of our teaching staff with the claims in math and the application of the standards of mathematical practices. Students also reported an increase in their comfort level with online assessments through the direct instruction with Interim Assessment Blocks and the gradual release of responsibility prior to them taking them independently. We were really looking forward to our students having the opportunity to take the SBAC assessments in spring, as we anticipated major growth. As the assessments were canceled due to the school closure, we only have our local data to use. Local data demonstrated an increase in student understanding in math. We were also able to add more interventions in math and we saw quite a bit of growth in that area. We used a curriculum called CANS and STAMS to administer pre- and post-assessments to students in our math intervention programs and all students showed growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have allocated more LCAP money in this goal to support the continued professional development in math that is needed for next year. Strategy/Action 6 was added to clearly articulate our intentions.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Support High Levels of Student Achievement in a Broad Range of Courses

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Dashboard change in ELA	Continue to Increase	Maintained. Dashboard Indicator is Yellow
State Dashboard change in Math	Continue to Increase	Maintained. Dashboard Indicator is Orange

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. High Concern lists of students will be looked at frequently and discussed among teachers. Students will be supported via Learning Center Wellness Center developed to de escalate or provide a quiet area for students	Monthly data reports run by Learning Center Staff All students took the baseline and trimester assessments. Data was consistently looked at during PLC meetings and SBIT meetings. Student intervention groupings were fluid as student needs changed. Wellness Center was used frequently as a place for students to de-escalate. Students were also able to de-escalate in the office and with our school counselor. English Learners were administered appropriate assessments and supported with curriculum as needed. ELD training was scheduled to occur in March and has been	RSP general ED interventions 1000-1999: Certificated Personnel Salaries LCFF - District Supplemental 1,325,000	RSP 1000-1999: Certificated Personnel Salaries District Funded
		Aide Support 2000-2999: Classified Personnel Salaries Title I - District 109,427	Aide Support 2000-2999: Classified Personnel Salaries District Funded
		Title I teacher 1000-1999: Certificated Personnel Salaries Title I - Site 94,249	Title I Teacher 1000-1999: Certificated Personnel Salaries Title I - Site 94,249
		Parent-restricted aides 2000-2999: Classified Personnel Salaries Site LCAP 12,845	Parent-restricted aides 2000-2999: Classified Personnel Salaries Site LCAP 13,000
		Chromebooks 4000-4999: Books And Supplies Title I - District 1,700	Chromebooks 4000-4999: Books And Supplies District Funded
		Curriculum 4000-4999: Books And Supplies Title I - District 1,000	Intervention Curriculum 4000-4999: Books And Supplies Site LCAP 3,690.36

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Employ supplementary support teachers (certificated) Site will use SBIT process to monitor placement of students in interventions All English Learners will be given ELD using Language Star curriculum and assessment ELD teachers will participate in on-going after school training All English Learners will take CUSD interim ELD Assessments and ELPAC Illuminate Support (Site Specific) Supplemental Curriculum to support diverse learners, NGSS and STEM	postponed due to the COVID-19 school closure. Teachers have piloted NGSS curriculum and are excited about an adoption for next school year. Our LCAP funded Parent Restricted Aide has supported students in 3rd grade.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Hooker Oak has an incredibly robust Learning Center program that is in its fourth year of operation. The Learning Center continues to graduate students through the program and overall district scores have increased in the primary grades. Hooker Oak School continues to qualify as a Title 1 school with 45.8% of students qualifying for free and reduced lunch. We employ a 0.8 Title 1 teacher and a six-hour aide IA for our Early Intervention Program. The Early Intervention Program focuses on students in grades 1-3 who are below grade level in ELA. Because our data has show a need for math intervention, we have added additional math intervention classes in all grade levels. The Resource Program with the Title 1 program worked in tandem to support students either through IEPs, SBITs, or School Based. The result has shown we have more students at grade level or above by the time they enter third grade at our school.

We have done a few things to continue to support literacy at Hooker Oak School. All kindergarten students received a book at the beginning of the year called The Night Before Kindergarten. The book had a message from the principal and a QR code they could scan (or link to website) where they could hear the book read aloud to them. The goal is to get students excited about reading early on and show them how important reading and books are to our Hooker Oak community. We also have bimonthly Bedtime Stories on Facebook Live. Students could tune in to hear Principal Emily read a bedtime story. Our PTO supported our literacy goals by putting on a Read-a-Thon in conjunction with our Scholastic Book Fair. A variety of activities surrounding literacy were planned and students had the opportunity to win free books! The event culminated with a school-wide read-a-thon.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our local data indicates that students continue to make progress in ELA, and more students are graduating from the Learning Center. We held SBIT meetings for those students who were not showing adequate progress and moved towards a referral for assessment through the IEP process when interventions were continuing to yield little to no growth. We will not have state assessment data to analyze in the fall, so we will be looking closely at our baseline assessments in comparison to assessments administered in Trimester 2 in order to identify students who have regressed and/or are in need of intervention.

Local data collected in the 2019-2020 school year showed student growth in ELA. 53 students in grades 3-5 were reading less than 100 WPM as measured by the CBM in August, compared to 31 students in February. The average BPST, BAS and STAR reading level increased by at least 50% in all grade levels. Kindergarten students were on track to meeting end-of-the-year benchmarks in letter identification and blending/segmenting.

Our biggest challenge upon return to school in August will be depending on outdated assessments. It will be imperative to collect baseline assessments in order to effectively address student needs.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent almost $4,000 on supplemental intervention curriculum for our Learning Center (Wilson Early Reading program) and to support our teachers in the classroom with supplemental math materials.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We made some significant changes to our Annual Measurable Outcomes. Simply tracking whether we increased or not based on the State Dashboard was not enough data for us to effectively monitor student progress throughout the year and across all grade levels. We added two AMOs in both ELA and math related to State Priority 4: Student Achievement and the CAASPP. One was based on the percentage of our students meeting standards and the other was based on the dashboard indicators for growth. We specifically identified the growth that we expected to see in order to move our school and its major subgroups forward. We also added AMOs for the IABs so that we could track this data prior to the end of the school year. In order to measure progress in u our primary grades, we added AMOs for local benchmarks, such as the BAS, STAR reading, CBMs, Blending/Segmenting, and Letter ID. Finally, we added an AMO to track our student growth in science since we now have baseline data from the CAST.

Strategy/Activity 3 was added to address Hooker Oak's commitment to professional development in the Univeral Design for Learning (UDL) framework and our planned implementation in the 2020-2021 school year. We allocated site LCAL money to support our continued professional development in this area. Stategies 6-8 were added to address the needs of our English Learners as our previous SPSA did not include specific actions for this subgroup.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Provide Opportunities for Meaningful Parent Involvement and Input

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool. Hooker Oak has a Targeted Case Manager to support families to ensure student academic, social, and emotional success and maintain baseline parent contact as a minimum.	Continued parent contact at baseline or above.	Parent contacts continue to be above the baseline.
Priority 6: Local Indicator/Local Tool for School Climate, Hooker Oak has utilized the MTSS-FIA evaluation tool	Continued analysis of yearly MTSS-FIA results.	Hooker Oak has not received the results of the yearly MTSS-FIA as of April 2020.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool. Parent engagement with Hooker Oak via social media will be tracked to establish a baseline level.	Continued growth in users.	Hooker Oak saw a huge increase in interaction with social media. We did bimonthly Facebook Live Bedtime stories on our Facebook page. We also created a Hooker Oak instagram page and began utilizing our previously dormant Twitter account.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Remind staff of timely responses to parent inquiries in staff notes and at staff meetings	Staff have communicated in a timely manner with parents.	No Funding Needed	
		Education for the Future Survey LCFF - Base 10,000	
Continue to employ TCM at site	TCM continues to be employed at the site.	Targeted Case Managers (Total District Cost) 2000-2999: Classified Personnel Salaries LCFF - District Supplemental 357,353	Targeted Case Manager 2000-2999: Classified Personnel Salaries District Funded
		Clothes Closet 4000-4999: Books And Supplies Site PTO 500	Targeted Case Management Support 4000-4999: Books And Supplies Site PTO 500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide new parent orientation	Hooker Oak held a Kindergarten orientation for new families in August.	No Funding Needed	
		Theater Program 4000-4999: Books And Supplies Site PTO 4,500	Theater Program 4000-4999: Books And Supplies Site PTO 5,000
		Family Nights 4000-4999: Books And Supplies Site PTO 2,000	Family Nights 4000-4999: Books And Supplies Site PTO 1,500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As a school, we continue to invite families to become more involved with Hooker Oak School. Written into our bylaws is the suggestion that each family contributes an average of two hours of volunteer time for our school. We have several opportunities for our families to be involved. They can work in the classroom, come on weekends during our scheduled school clean up days, nature and garden work days, and theater set building days or they may drive on our classroom field trips. Our intermediate grades have electives every Wednesday afternoon where parents are involved in teaching the students crafts or hobbies they enjoy. These electives change every nine weeks. Each month the PTO holds a family/ parent event combining fundraisers with free events (ie: Soup and Sernade, Book Fair and Guest Reading Hour, Spaghetti Dinner and Art Show, and Carnival). Families can participate without purchasing the dinners (if offered). It was also important to have events that didn't cost the family any money (ie: Family Movie night, Band concerts, Open House).

Our Targeted Case Manager continues to be the liaison between school, home, and community. Teachers continue to utilize the TCM to touch bases with families about upcoming school events, IEPs and SBITs. TCM is also on the School Site Council, the Wellness Committee, and the School Attendance Review Team. The TCM continues to maintain a clothes and hygiene closet for families in need. A resource library was also established with parent literature, community literature, and parent guides.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent comments and use of the TCM were positive. TCM has established good relations with our families. Many families in need have continued to work with TCM since The Camp Fire. Our TCM continues with our Student of the Month program, supports staff, students and our families. Clothes closet continues to support our families in need. Additional purchases had to be made to keep clothes and hygiene closet well stocked due to consumer use. Closet has expanded to include donation items for our school families.

Hooker Oak has increased the use of its Facebook page. We have also began to utilize Instagram and Twitter. We have bi-monthly opportunities for engagement through our Bedtime Stories on Facebook Live. With the recent closure of school due to COVID-19, we have been utilizing our social media pages to share Morning Announcements, Baking Live demonstrations, hold virtual monthly assemblies, and provide an engaging weekly sharing through the app FlipGrid.

Feedback from students consistently demonstrates a connectedness between home and school. During the COVID-19 school closure, we have worked even more diligently to continue this positive relationship and ensure that parents are informed and involved. All teachers are sending out regular communication and holding Zoom meetings with their classes at least once a week. Teachers are available every day from 8:30-12:30 to support parents and students. We recently created a Wellness Page, which was added to our school website in order to support parents as they navigate the uncharted territory of distance learning during a global pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A few strategies/activities were added to address increased opportunities for parent involvement, with LCAP and PTO funding allocated. Strategy/Activity 2 addresses our annual back to school night and Title I parent meeting. Strategy/Action 2 addresses specific parent outreach activities we have planned, such as Popsicles with the Principal, new parent orientation, and our first day parent breakfast. Strategy/Action 4 was added based on feedback from parents for more training on the tools and technology used in the classroom.

As Hooker Oak has increased its use of social media to involve parents in the day-to-day happenings of the school, a Strategy/Action was added to address this (Strategy/Action 6).

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Improve School Climate

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Priority 5: State Indicator/Student Engagement/Chronic Absenteeism rates	95.6% or better	Hooker Oak has maintained an attendance rate over 96%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Make teachers aware of PD opportunities.

Participate in PBIS training

Restorative Justice Program

HET training | Hooker Oak developed a PBIS Committee, which met monthly. We participated in district-wide PBIS professional dvelopment and began to refine our Tier I procedures. A PBIS manual was developed. We have continued to utilize the Restorative Justice program. | District PD Opportunity | PBIS Materials 4000-4999: Books And Supplies Lottery 500 |
		PD 1000-1999: Certificated Personnel Salaries Title II - Site 3,000	PBIS PD 1000-1999: Certificated Personnel Salaries Title II - Site 3,000
Utilize REset and Opportunity programs in lieu of suspensions	Hooker Oak has utilized the reset program two times this school year.		
		Nurses (Total District Cost) LCFF - District Supplemental 107,044	Nurses (Total District Cost) 1000-1999: Certificated Personnel Salaries District Funded
		Health Assistants (Total District Cost) LCFF - District Supplemental 496,363	Health Assistants (Total District Cost) 2000-2999: Classified Personnel Salaries District Funded
		MNI (Total District Cost) LCFF - District Supplemental 336,250	MNI (Total District Cost) 2000-2999: Classified Personnel Salaries District Funded
Employ campus supervisors	We have employed an additional yard duty to ensure that all areas f the	Campus Supervision (Total District Cost)	Campus Supervision 2000-2999: Classified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Radio Maintenance Surveillance System Maintenance	campus are adequately supervised. Our surveillance system is maintained and monitored. We have purchased batteries to ensure that our radios are properly maintained.	2000-2999: Classified Personnel Salaries LCFF - District Supplemental 616,831	Personnel Salaries District Funded
		Campus Supervision 2000-2999: Classified Personnel Salaries Safe Schools 3,000	Campus Supervision 2000-2999: Classified Personnel Salaries Safe Schools 2,500
		Radio/battery 4000-4999: Books And Supplies Safe Schools 500	Radio/battery 4000-4999: Books And Supplies Safe Schools 500
Support Fine Arts, music	Hooker Oak held a Spring Musical and a Winter Band Concert. We had an Art Show in February.	Theater/Music Program 4000-4999: Books And Supplies Site PTO 4,750	Theater/Music Program 4000-4999: Books And Supplies Site PTO 5,000
		Field trip Program 5000-5999: Services And Other Operating Expenditures Site PTO 5,000	Field Trips 5000-5999: Services And Other Operating Expenditures Site PTO 3,000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Hooker Oak has been refining our Tier I practices of PBIS. We continue to explicitly teach the Lifelong Guidelines and Lifeskills. Each week we focus on a different LifeSkill. Our Leadership class creates a video that is shared in every classroom on Monday mornings with explicit examples of the Lifeskill. We are continuing to refine our use of Restorative Practices and refocus papers. These opportunities allow students to reflect on behavior and connect to our LifeSkill program. Our PBIS team meets monthly and we have been working under clear goals to move us towards Tier II implementation. We plan to have our PBIS manual completed by the end of the year so that we are ready to start 2020-2021 with very clear, consistent PBIS lesson plans. Our team attended two district workdays, during which time we were able to reflect on our progress through the use of the SWPIS Tiered Fidelity Inventory and align our goals accordingly.

We have a half-time counselor who works with students in our intermediate grades on conflict resolution and provides school-based counseling. Our counselor visits classrooms and provides Second Step lessons and was in the process of developing a Peer Mediation program prior to the school closure. We have a part-time guidance counselor that meets with K-2 students in PIP and PALS. She also visits the classrooms every other week to teach the Toolbox program- a social-emotional program to give students the necessary tools to solve conflicts.

We added a Positive Office Referral program, where students can be referred to the office for making positive choices. They get to take a selfie with the principal, which is printed out for them to take home with their certificate and another copy hung up on our Positive Office Referral bulletin board in the main hallway. During their office visit, we make a positive phone call home. They also get a bracelet identifying them as the recipient o a positive office referral.

We added an hour a day to one of our classified aides to allow her to support our students utilizing the PBIS strategy of check-in/check-out. We also added an additional yard duty during lunch time, with the goal of reducing lunchtime referrals and increasing positive adult relationships.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall school climate has been very positive. The implementation of the Positive Office Referrals has had a positive effect on students, as they now see coming to the principal's office as a positive reward for choices rather than just the place that they go when they are in trouble. Our goal is to have more positive referrals than refocuses during any given week and that goal was consistently met.

Adding the additional classified support for the check-in/check-out with identified students was very successful. This did not begin until January, but in the three months that we were doing this, we saw a decrease in refocuses and an increase in student accountability for making responsible choices. Overall, we saw a decrease in the number of refocused from the first trimester to the second trimester as a result of concerted efforts to be proactive in supervision and in establishing positive adult relationships and role models for students.

Our PBIS team has made steady, consistent progress and we are determined to not lose our momentum with the school closure. We have continued to meet regularly during the school closure to ensure that we meet our 2019-2020 goals and are able to start the year strong.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Several AMOs were added to this goal, as we previously were only measuring the student attendance rate. We added an AMO to measure chronic absenteeism (with our 2018-2019 data being used as the baseline) and suspension rate. We added an AMO to correlate with State Priority 8: Other Pupil Outcomes. This AMO measures our student performance on the Physical Fitness Test. In addition to parent survey data, we also added an AMO based on the SWPBIS Tiered Fidelity Inventory to measure the extent to which we are applying the core features of PBIS. We are currently implementing Tier I principles and we have a goal to move into Tier II next year. A few Strategies/Activities were modified to be more specific as to how we were supporting school climate (i.e. Strategy/Activity 11-Positive Office Referrals; Strategy/Activity 2-LifeSkills) and supporting programs (Strategy/Activity 7, 9. and 12). To support our, which goals related to attendance, we added Strategy/Activity 8, which is to implement Attendance Improvement Plans for eligible students.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	89,262
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	103,202,840

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	,103,202,840
LCAP - District	13,582,453
LCAP - Site	37,598
Title I - District	913,590
Title I - Site	89,262
Title II - District	229,494
Title II - Site	6,521
Title III - District	79,735

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Emily Mullins	Principal
Melinda Hildebrandt	Classroom Teacher
Tracie Dudkowski	Classroom Teacher
Stacy Calderon	Classroom Teacher
Pauline Daugherty	Other School Staff
Alison Rice	Parent or Community Member
Michelle Ahearn	Parent or Community Member
Shannon Hall	Parent or Community Member
Megan Kurtz	Parent or Community Member
Scott Peterson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 29, 2020.

Attested:

[signature]	Principal, Emily Mullins on 4-29-2020
	SSC Chairperson, Stacy Calderon on 4-29-2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrate Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program